



Underdale High School

2022 annual report to the community

Underdale High School Number: 965

Partnership: West Torrens

Signature

School principal:

Ms Mary-Lou Michael

Governing council chair:

Judy Masters

Date of endorsement:

21 March 2023



Government
of South Australia

Department for Education

Context and highlights

Underdale High School is a category 4 site in the western suburbs of Adelaide. In 2022, we had 680 children enrolled. The group population includes approximately:

201 children with English as an additional language, 71 children with disabilities and 13 Aboriginal children.

Underdale High School is a comprehensive school offering a personalised approach to learning, seeking to extend skills, dispositions, and interests by engaging students in a world class learning experience. a diverse, thriving, and inclusive community that provides conditions for deep learning for all students in all areas of the Australian Curriculum and the SACE. Our learning environments challenge students to be independent thinkers, question from a range of perspectives, problem solve, and develop self-efficacy. We place a high value on learning partnerships, where young people are supported to develop healthy relationships, are mentored, and develop future goals and connections for a range of career pathways. We have high expectations of all our students and our highly qualified staff, encourage students to think critically and creatively, respond to quality feedback, and achieve academic success. Our newly appointed experienced year 7 teachers are very well prepared for the 2022 school year.

Our Vision Statement:

Underdale High School is an inclusive community that supports the diverse needs of every student to become lifelong resilient learners & leaders, empowered to make considered /ethical contributions in response to a changing world.

We are collectively committed to challenge and stretch thinking by providing rigorous, relevant and engaging learning environments where students develop agency in their own learning so they may discover their strengths and achieve their goals.

Our core school values are, be Resilient, stay Optimistic, show Courage, and build Knowledge.

Governing council report

2022 has been a big year for Underdale High with Covid at home learning coming to an end, a new Principal and the completion of our building works!

Building works

Students and staff are loving the new building works, giving our staff and students a fresh perspective on their teaching and learning.

Part of our new building works included a new Creative Arts Facility meaning that we now have a working theatre and are now offering Dance as an option to our students. A professional environment for the kids to learn about the theatre and performing is proving invaluable.

Staff and students are also enjoying the new state of the art wood working and metal work area's which provide our students with the most current industry needs.

Our food technology area is fresh, clean and offering our teachers a great space to teach!

Not only have we been enjoying the above specialised areas but all main building areas have been refurbished also and are spectacular! The new works creates an environment where kids can concentrate on their learning in a safe, new environment.

We also managed to secure some funding to improve the front of the school as it was in need of an upgrade. We have landscaping in the front area of the school – Yarning Circle, Pond, seating and stage. We have also been fortunate enough to receive new frontage to the main entrance of the school to provide a more modern and welcoming appearance.

Parent Affiliated Committee

Our Governing Council have come together and created a new affiliated committee to assist with parent engagement within our community. The Parent Affiliated committee is a fantastic opportunity to get involved in the school without having to commit to council meetings. A lot of work was put in by the parents on our Governing Council to get this committee started and I would like to thank them for their commitment to seeing our school community thrive.

2022 has also seen the welcoming of many International Students. These students are not only here to learn from us but our students are learning a lot from them also. It has been fantastic to see the different cultures come together so well.

Student Learning

Learning Area Prefects – Student Prefects have now been elected in each Learning Area, of English and Languages, Maths, Technologies, Arts, Science, Humanities, Health and Physical Education. This is new in 2022.

New subjects

We introduced new subjects Dance and Science as a Human Endeavour, in 2023 UHS will offer Cafe Culture. We have been listening to our students and hearing what they are interested in and what they would like to be learning so have added in a few new subjects for 2022 and 2023.

Lumination Lab

During 2022 we partnered with Lumination the VR company to instal a lab in our library which will be ready for use in 2023. I have been lucky enough to see this lab in progress and it is a fantastic way to engage this generation in the learning. So instead of learning about the museum of history students are actually able to take a virtual tour of the museum and look at the pieces in VR. I have also seen art students create a 3d piece of artwork in the VR. An amazing addition to our school.

Pilot school FROG

FROG Learner Management System - We are a pilot school for the Department for Education's Learner Management System. There have been some teething problems with the new system but we are still at pilot stage so this is to be expected. The new system should offer students and parents a much quicker and clearer view of exactly what is going on in their child's schooling.

2022 was a year of growth and I am excited to see where 2023 takes us.

Quality improvement planning

The Site improvement Plan (SIP) was rewritten to reflect our collective work with the involvement of all staff and students, Governing Council, Local Education Team, site support staff to focus on improvement in targets which has been centered around improvement to student learning achievement in Australian Curriculum and SACE. The SIP goals address Numeracy and Literacy combined with SACE. This is supported by HITs High Quality Teaching and Learning Outcomes, improved student wellbeing and engagement outcomes and raising the profile of the diverse culture of our school.

All staff have their Performance Development and Accountability meeting with goals aligned to the SIP providing the opportunity to evidence the impact of their work in the classroom. Learning Area Leaders work with their teams to embrace the improvement journey which the school has commenced through PLTs, Action Groups and Pupil Free Days. Leaders have been trained in Agile Leadership by Simon Breakspeare and have implemented Teaching Sprints, used as a tool to implement pedagogical shifts each term. Teaching Sprint Trackers are used to capture qualitative and quantitative data of improvement and reflection. Our PD due to our location, has been arranged to welcome key experts into our school such as Katrina Spencer has assisted our work in the aspect of instructional rounds, LET and teaching sprints and project officers.

Over the last 12 months we have seen the trends increasing the percentage of 'A' grades consistently across subjects and decreasing the percentage of students obtaining D and E grades. Staff have a greater awareness in SACE through quality assurance processes and professional development which focused on stretch and Challenge, Special provisions and Learning and Assessment plan design. We measure improvement through our achievement data through A-E grades across all learning areas and year levels, NAPLAN, EALD levels and SACE, and by converting the A-E grades into a Grade Point Average (GPA) for every student. The GPA is collated and disaggregated to ascertain year level rankings. A-E grades are also distributed to learning areas and teachers related to Learning Area and class grade distribution.

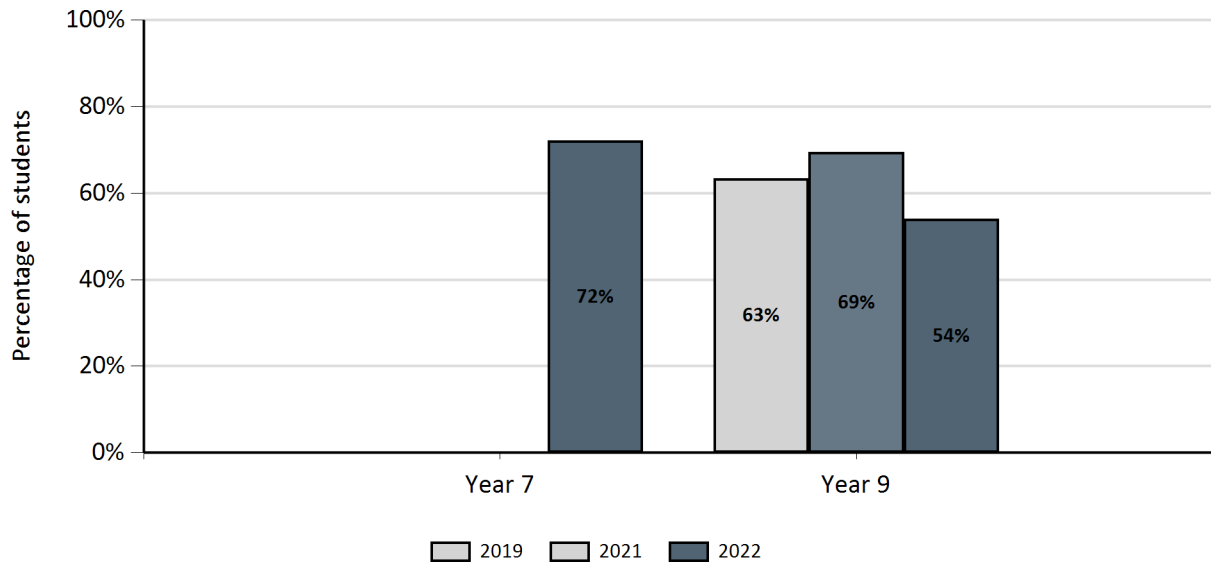
The Australian Curriculum and SACE is moderated through our Learning Area Teams. Tasks, Programs of Learning and Assessments are reviewed, and feedback is provided to ensure we are on track with the improvement agenda of our school. More recently it has been identified that there is a need for a greater focus on the stretch element. Feedback from leaders and student learning walks and correlates with the findings. Student growth data is produced, and a number of students are recognised for this improvement via our celebration assemblies and Principal breakfasts. Students engaging in standardised testing has increased over the years and this has supported and enabled timely and accurate data and measurement of individual student growth. This data is made visible and discussed with teachers to inform their pedagogical effectiveness and to plan and modify assessment tasks for students to meet varied learning needs. Varying strategies to support every learner demonstrate the learning that has occurred is still an area that needs to be achieved consistently across the school. Our journey from 'good to great' is visible in everything we do.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

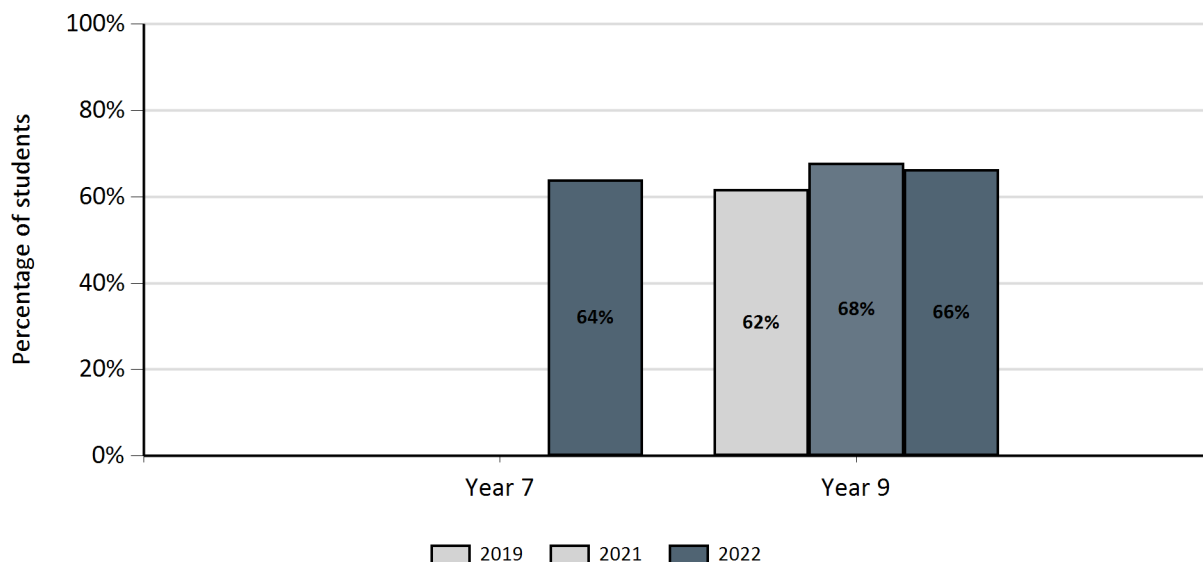


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	115	114	22	16	19%	14%
Year 07 2021-2022 Average	115.0	114.0	22.0	16.0	19%	14%
Year 09 2022	113	113	13	6	12%	5%
Year 09 2021-2022 Average	115.5	115.5	13.5	8.0	12%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

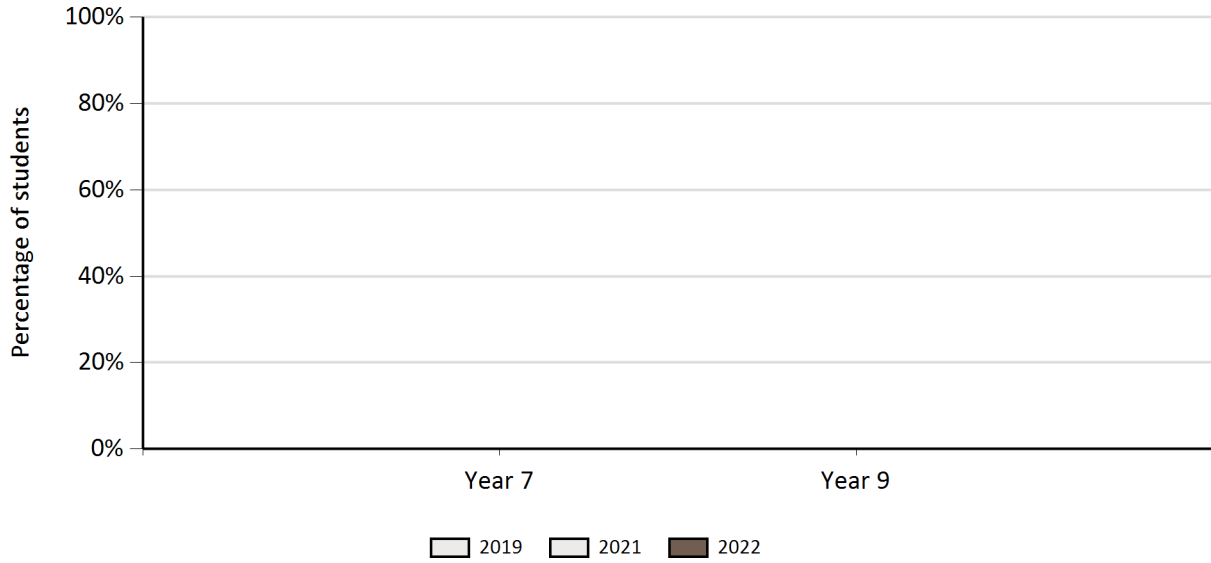
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



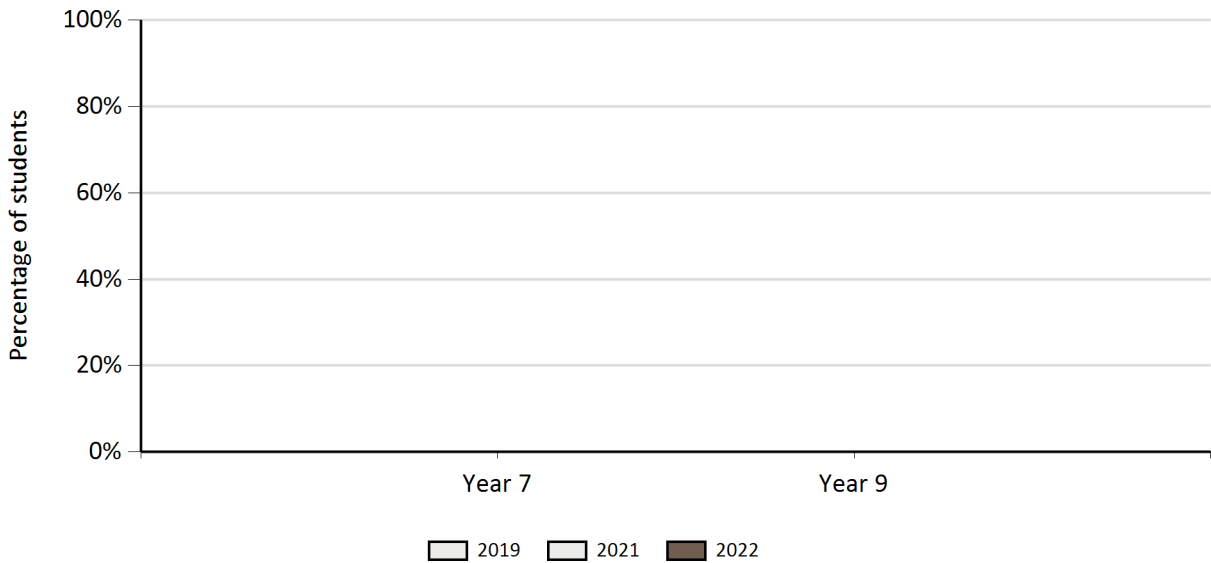
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Curriculum Area Leaders and teachers developed a shared understanding of what excellent teaching practice, a relationships-based and strengths-based 'can do' approach to teaching looks like. Teachers worked together to improve their practice, with a focus on using high quality, evidence-based strategies focused on effective feedback, formative assessment and differentiation. Teachers implemented 5 week 'sprint' cycles of planning, implementing and reviewing high quality classroom practices. Relevant data was shared with students and families (traffic lights, attendance, assessment, NAPLAN, SACE) to examine progress and set targets and identify support needed. The AET and AESTO worked, and communicated, with students, families and staff to increase knowledge, understanding and respect of Aboriginal histories and cultures. This supported Aboriginal learner wellbeing, confidence and connection via non-judgmental approaches to create culturally safe and inclusive opportunities and learning environments.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Individual Aboriginal learner literacy and numeracy skills were determined. Goals and strategies were implemented and reviewed with the AET, Wellbeing Team, Mathematics and English subject teachers, students and families to ensure Aboriginal learners met identified goals. Teams reviewed relevant data to determine the growth and achievement of each Aboriginal learner. Strategies with individual growth were determined; effective practices shared. The AET and AESTO worked closely with all Aboriginal learners, families and engaged with relevant service providers to support Aboriginal learners.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
96%	97%	97%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	0%	0%	2%	0%
A	1%	7%	6%	3%
A-	7%	7%	8%	7%
B+	12%	14%	10%	11%
B	19%	17%	17%	17%
B-	14%	15%	17%	20%
C+	18%	20%	18%	20%
C	20%	14%	14%	16%
C-	5%	3%	5%	4%
D+	2%	1%	2%	1%
D	1%	1%	0%	0%
D-	0%	1%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	92%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2020	2021	2022
Percentage of year 12 students undertaking vocational training or trade training	30%	57%	46%	43%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	92%	96%	100%

School performance comment

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graphs received identify the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Student achievement increased across Australian Curriculum and SACE which is a result of renewing curriculum across the school and the focus on pedagogical improvement through the Teaching Sprints. SACE DATA showed 100% of students achieved their SACE resulting in 'A' and A with merit grades achieved at 10.5% A decrease in D and E grades reflected our drive to ensure all students work towards achieving C grade or better -100% of students successfully completed the SACE compulsory subjects; Stage 1 Literacy and Stage 2 Research Project -PLP completion has improved to a 100% success rate. VET - The percentage of students undertaking vocational training or trade training had increased in 2019 and the trend remains positive for 2023. Our school continues to encourage students to undertake vocational training or trade training as a part of their SACE.

In 2022 there was a stronger focus on support strategies and refining existing structures to amplify our focus on numeracy through the personalised tutorial programs and coaching model that continues to drive students achieving their personal best. This program has been extended for 2023.

The school delivered an online learning program at the start of 2022 in response to the COVID 19 restriction and continued its focus on ongoing professional development learning continues to build on current capacity from task design to differentiated learning to inform practice and discuss the level of achievement at the A-E bands.

Attendance

Year level	2019	2020	2021	2022
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	100.0%	N/A
Year 7	N/A	100.0%	N/A	88.1%
Year 8	87.3%	93.7%	92.0%	86.4%
Year 9	86.2%	91.4%	89.1%	82.1%
Year 10	86.9%	90.9%	89.9%	81.0%
Year 11	85.5%	91.5%	88.3%	82.7%
Year 12	89.1%	92.1%	91.6%	82.5%
Secondary Other	100.0%	N/A	100.0%	100.0%
Total	87.0%	91.9%	90.2%	83.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance declined from 87% in 2021 to 75% in 2022. School processes have been reviewed and the attendance policy was updated in 2022, with Leaders following up all “unexplained absences” and “chronic” non-attenders. Families are notified on a daily basis of student absences with most absences being explained. Monitoring attendance processes are overseen by each Home Group teachers and Year Level Leader and family meetings undertaken to follow up chronic non-attenders. Analysis of data reflects the impact of Covid particularly at the start of 2022, with students more likely to be absent when displaying any sign of a cold symptoms, which was reflected in the overall attendance rate decline.

Behaviour support comment

Partnerships with parents and families have been developed to support behaviour that promotes young people to be successful. The revision of UHS behaviour Policy and Process was completed in conjunction with staff, students and families. The number of suspensions decreased slightly as a result from a ‘Zero tolerance to bullying’. Most of the students whose behaviour affected the good order of the school were one time offenders. This is evidence that our focus has been highly effective across the school. In 2022 a review of the Behaviour Management procedures as undertaken, involving staff and student feedback.

Parent opinion survey summary

In UHS parent opinion surveys there were 155 Responses. It was encouraging to see that 92% of our family's value education and that 85% of families often speak to their children about school. 66% of parents were aware of the standard of work expected of their child, however 12% were unsure. The main area of concern is the sense of belonging students have with school and work has commenced in this area in response to the student wellbeing survey and students having a voice. 57% of families felt that the school communicates effectively and 22% would like to see an increase in communication from the school. 66% of families have also indicated that they would like to have help from the school to support with their child's learning and engagement. This area has been identified and action for the Learner Management system EMS and FROG to be implemented January 2023 to increase parent communication, for families to have access to their student's learning and for families have direct access to their student's teachers. 84% of families felt that they could support their child with pathway planning. We have worked alongside our parent, student and local community to listen and respond to feedback received from other surveys held, such as acquaintance night, parent/ student/ teacher conferences, career and course counselling day rated extremely high in satisfaction and delivery. 60% of families would like more help with encouraging their child to learn. We encourage families to continue to engage and attend parent, student teacher conferences and the career information sessions, pathway nights along with the post pathways planning sessions at school. The information sessions and one on one discussions offer a variety of support strategies to ensure students are successful in their learning at school. We understand the year that was, was extremely challenging however, we extend an invitation for parents and students to continue to reach out if advice is needed. In 2023 and as part of our External School Review we will be seeking further feedback from our school community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	11.1%
NS - LEFT SA FOR NSW	2	3.2%
NT - LEFT SA FOR NT	1	1.6%
OV - LEFT SA FOR OVERSEAS	10	15.9%
PE - PAID EMPLOYMENT IN SA	6	9.5%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	3	4.8%
SM - SEEKING EMPLOYMENT IN SA	9	14.3%
TA - LEFT SA FOR TAS	1	1.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	33.3%
U - UNKNOWN	3	4.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, including tertiary students and tutors are required to have a WWCC. These records are kept with our Executive Assistant and updated as a process when inducting new staff at our site. Our Executive Assistant keeps a spreadsheet updated.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	80
Post Graduate Qualifications	36

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	46.5	0.0	19.7
Persons	0	49	0	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$9,157,418
Grants: Commonwealth	\$5,000
Parent Contributions	\$352,627
Fund Raising	\$1,300
Other	\$143,044

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	UHS employed two wellbeing staff in 2021 for 2022 to support attendance and student engagement across middle and senior school.	Case Management support has helped to give.
	Improved outcomes for students with an additional language or dialect	Curriculum Support staff work with students individually who qualify for additional language or dialect support. Regular interventions and assessments are made to ensure the support is targeted and relevant to the student needs.	PAT/Phonics testing reflects an increase with Middle school students.
	Inclusive Education Support Program	Curriculum SSOs working with students 1:1 to implement and differentiated and scaffolded work in line with Numeracy and Literacy SIP goals and the students' personalised functional needs. Case management, social skills programs and regulation assistance provided by the Personalised Learning Leader in line with the students' individual mapping tool. Instructional coaching to increase capacity by Personalised learning Leader.	Improved student achievement in line with SEA at individualised year level. Students able to identify which Zone of regulation and tools identified to de-escalate.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	MultiLit and Quicksmart Intervention Programs implemented by trained Curriculum SSOs to provide targeted intensive support tailored to the student needs. Child Protection Curriculum and Shine SA resources used to support students with additional needs with social skills and functional behaviours at their level of intellectual capacity.	<p>Students have increased confidence and capacity with their reading and decoding skills and are able to comprehend more complex texts.</p> <p>Students able to identify low risk and high-risk situations and tools that they can use to keep themselves safe.</p>
Program funding for all students	Australian Curriculum	Instructional coaching provided by the Personalised Learning Leader to increase staff capacity around differentiating, assessing and reporting in line with the Disability Discrimination Act and Disability Standards for Education. Resources purchased to support this including hands on manipulatives etc.	Teachers are able to identify students with additional needs and are working towards assessing and reporting against an alternate year level.
Other discretionary funding	Aboriginal languages programs Initiatives	Teacher PD HITS feedback, collaborative moderation, improving accuracy of assessment, general capability focus through Home Group, PLTs, curriculum audit and classroom observations.	Increased reporting accuracy Improved learning tasks and Learning intentions
	Better schools funding	Smaller classes, Home Group coaching to support and target of one grade band shift, increased focus of numeracy, literacy and SACE compulsories. Follow up and accountability for staff around achievement data and communication with families, before failing grades are allocated.	Increase in student achievement data, particularly an increase in the lower bands, less appearing in the D Band.
	Specialist school reporting (as required)	NA	NA

	Improved outcomes for gifted students	Instructional coaching is provided by the Personalised Learning Leader to increase staff capacity around differentiating, assessing and reporting gifted students.	Teachers are able to identify students with additional needs and are working towards assessing and reporting against an alternate year level.
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